

UH System-wide Standing Committee on Written Communication

Annual Writing-Intensive Report

Spring 2012

This form is based on the document “Procedures and Policies for University of Hawai‘i Writing-Intensive Programs to Provide for Inter-Campus Articulation of Writing-Intensive Course Designations, April 1988.”

According to the 1988 Inter-Campus Articulation agreement, each campus will annually submit to the System-wide Standing Committee on Written Communication a description of how its Writing-Intensive (WI) program addresses the concerns listed below. Campus WI Program Directors may provide supporting or qualifying details in the blank spaces provided or may append additional materials as needed.

Upon receipt of each description, the Committee will review, advise, and recommend action on inter-campus articulation of the campus’s WI courses.

Campus: Leeward Community College (LeeCC)

Writing-Intensive Program Director: Frank Stanton (stepping down after spring 2012). Incoming chair in Fall 2012 will be Kathryn Fujioka-Imai.

Report submitted by (name and title): Frank Stanton, Prof. Biology & Chair LeeCC Writing-Intensive Focus Board

Date: 17 April 2012

I. PROGRAM SUPPORT

Personnel

1. Is the program directed by a person who has been appropriately appointed and given appropriate released time to supervise the program? (*Note: For the last few years, the Committee has interpreted “appropriate released time” as “support that is appropriate for the program’s current size and state of development”–TH*)

The Writing-Intensive Program at LeeCC is directed by the LeeCC Writing-Intensive (WI) Focus Board, an autonomous subsidiary of the LeeCC Faculty Senate General Education Focus Committee. The WI Focus Board that represents a broad cross-section of the academic divisions of the college selects the chair. The chair receives three credits of release time per academic year to supervise the Writing-Intensive Program.

2. Who assists the director in supervising the program? (e.g., Faculty Board, student assistant)

The WI Focus Board chair, Frank Stanton of the LeeCC Math and Science Division, directs the program. He is assisted by the members of the WI Focus Board.

The responsibilities of the WI Focus Board include, approving all new WI courses and instructors, reviewing and renewing all current WI courses and instructors on a regular schedule, reviewing each semester’s course schedule and the catalog for consistency and compliance of the WI standards, maintaining the LeeCC WI website

(<https://sites.google.com/site/leewardccwifocus/home>), sponsoring writing related workshops and invited speakers, and recruiting and mentoring WI instructors.

3. Do the director and board members have adequate professional/secretarial/clerical assistance to support their work and maintain records necessary for articulation of WI courses?

The LeeCC WI Focus Board has no clerical support. The Board chair, with the support of the Board members, maintains all the Board's records. The WI Focus Board has compiled all existing past years' files in one location.

4. Does a network of support exist for instructors of WI courses?

Yes. The WI Focus Board members function as a network and are very active in supporting all the WI instructors on campus by mentoring, participating and promoting workshops, and contributing to the WI website. The website provides all the WI guidelines and numerous techniques to assist all instructors with teaching writing in their courses.

Overall Teaching Load and Class Size

5. Are classes designated as WI limited to 20 students so that effective interaction between instructor and student can occur? **Yes.**

6. Are teaching loads of instructors such that courses can be planned for and carried out in a way that is true to the spirit of the WI guidelines and that does not add unreasonably to the overall workload of the instructor?

Yes.

7. Is the teaching of WI courses appropriately rewarded in review processes, including tenure and promotion?

In general, it is perceived as a positive factor by reviewers and Instructors are encouraged to include WI teaching in their tenure and promotion dossiers. There is no formal language in the review, tenure or promotion process that specifically addresses rewards for teaching WI courses.

Student Needs

8. Are enough WI courses offered so students can meet graduation or degree requirements?

LeeCC students are required to complete two WI courses for graduation (AA degree). On average 67 sections of WI courses are offered each semester. There will be 13 WI sections offered during summer session 2012. There are currently 56 courses listed as WI in the catalog and over 50 faculty members who teach WI courses. The Language Arts and Arts and Humanities divisions offer the most WI courses with the Math and Science, and Business Technology having few offerings. We have added eight new courses, including two science courses, in the past year.

9. Are WI courses clearly designated in class schedules?

Yes.

10. Are students advised about the availability of and purpose for WI courses through regular campus publications?

Yes.

11. Can students who need help on writing problems get help, either from instructors or from staff in a writing workshop or laboratory?

Yes, the LeeCC WI Hallmarks stipulate that instructors are to provide feedback on student's writing. The Learning Resource Center at LeeCC has a Writing Specialist to aid students and the peer writing tutors who assist with helping students with their writing. There is also an on-line Writing Assistance Program so students can submit writing to the peer writing tutors. LeeCC also provides free writing tutoring through "Smart thinking", a national on-line tutoring service.

12. Are WI designations recorded and explained on student transcripts?

Yes.

Budget

13. Have adequate funds been provided to support the program?

The three credits of release time provided to the Board Chair are inadequate without clerical support. Additional support, another three credits of release time or clerical staff, would provide better tracking of WI course listings in the catalog and schedules and assist in archiving the backlog of old WI records which are at risk of being lost.

II. COURSE DESIGNATION PROCESS

1. Is the WI designation process reasonable, explained to faculty, and followed regularly by program administrators?

Yes, the faculty are informed of the LeeCC WI guidelines/hallmarks when they apply for WI status, when their courses are reviewed at four year intervals, and the information is available on the Board's new website (<https://sites.google.com/site/leewardccwifocus/home>). The Board regularly reviews the WI guidelines/hallmarks to keep them current.

2. Does the designation process include the following:

a) Publicizing the hallmarks of writing-intensive courses

Yes.

b) Soliciting proposals from individual faculty members

Yes, every semester

c) Reviewing proposals

Yes.

d) Approving the designation of courses as writing-intensive

Yes.

e) Notifying appropriate personnel of such designations

Yes. The proposer, division chairs and the administration are informed of WI approvals upon approval.

3. Does the program offer an option for WI designations that extend beyond a single semester? If yes, please add a brief description of the option. [*added Spring 1998*]

LeeCC has two WI designations: Instructor-based and Course-based. The Instructor-based WI designation is both instructor and course specific. The Course-based WI designation is for courses that have two or more instructors teaching WI sections. WI courses are approved for a four year period after which the instructor or Division WI coordinator (for Course-based WI courses) submits a review application. Completion of the WI proposal/renewal application and submission of a current course syllabus are required for an additional four year renewal. Eight courses were reviewed and renewed during the past year.

III. EVALUATION PROCEDURES

1. Is there a program of evaluation that assesses WI courses to see if they are doing what they are supposed to do—help students improve their writing?

The WI Focus Board is distributing a Student WI survey in the last two weeks of this semester. Results will not be available until after the spring semester is completed. The WI Focus Board continues to work closely with the LeeCC Learning Resource Center (LRC) to encourage students to visit the LRC's writing tutors.

2. Do program supervisors monitor the progress of students as they move through WI courses?

Student progress is monitored mainly by WI instructors and the WI instructors are in turn monitored by the WI Focus Board.

IV. FACULTY TRAINING PROGRAM

1. Are training programs in WI course instruction required or provided for faculty who want to participate in them?

There is no required WI training but the WI Focus Board does require documentation of the instructor's experience with teaching writing as part of the WI instructor/course proposal. All faculty are encouraged to attend writing related workshops sponsored by the WI Focus Board. The WI Focus Board sponsors 3-4 workshops each year to promote and enhance WI instruction. Board members also serve as mentors to faculty new to WI courses.

2. Are orientation sessions provided at the beginning of each semester for instructors new to WI course instruction?
Yes.

3. Are resources provided for instructors who want or need help in planning and teaching WI courses?

Yes, the WI website is available and members of the WI Focus Board mentor new instructors. The Learning Resource Writing Specialist provides assistance to faculty and the WI Focus Board sponsors workshops to assist in designing and implementing WI courses.

If you have additional information for the committee, please submit it with this form.